

Teachers' Instructional Delivery Styles and Goal Achievement in Private Secondary Schools in Ekiti State, Nigeria

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Abstract:

This study examined the relationship between teachers' instructional delivery styles and goal achievement in private secondary schools in Ekiti State, Nigeria. The study adopted a descriptive survey research design. The target population comprised 2,344 qualified teachers in private secondary schools in Ekiti State, Nigeria. A sample of 331 teachers, out of which 285 valid responses were retrieved and analysed. Data were collected using a researcher-designed instrument titled "Teachers' Instructional Delivery Styles and Goal Achievement Questionnaire". The reliability yielded a Pearson correlation coefficient of 0.87. Data were analysed using descriptive statistics, while the hypothesis was tested using Pearson Product-Moment Correlation (PPMC) at the 0.05 level of significance. The findings revealed that teachers employed diverse instructional delivery styles, including problem-based learning, flipped classroom, inquiry-based learning, and blended instruction, with problem-based learning emerging as the most predominantly used approach. The study also established a high level of goal achievement in the schools, indicating that students effectively apply knowledge, actively participate in classroom activities, and benefit from varied teaching methods. The study concluded that student-centred instructional delivery styles play a critical role in promoting high levels of goal achievement in private secondary schools. The study recommends that school administrators should strengthen the implementation of diverse, student-centred instructional strategies through structured professional development programmes.

Keywords: *Instructional Delivery Styles, Goal Achievement, Student-Centred Learning, Academic Achievement*

Abstrak:

Penelitian ini mengkaji hubungan antara gaya penyampaian pembelajaran guru dan pencapaian tujuan di sekolah menengah swasta di Negara Bagian Ekiti, Nigeria. Penelitian ini menggunakan desain penelitian survei deskriptif. Populasi sasaran terdiri dari 2.344 guru yang memenuhi syarat di sekolah menengah swasta di Negara Bagian Ekiti, Nigeria. Sampel sebanyak 331 guru, di mana 285 tanggapan valid diperoleh dan dianalisis. Data dikumpulkan menggunakan instrumen yang dirancang peneliti berjudul "Kuesioner Gaya Penyampaian Pembelajaran Guru dan Pencapaian Tujuan". Reliabilitas menghasilkan koefisien korelasi Pearson sebesar 0,87. Data dianalisis menggunakan statistik deskriptif, sedangkan hipotesis diuji menggunakan korelasi momen produk Pearson (PPMC) pada tingkat signifikansi 0,05. Temuan menunjukkan bahwa guru menggunakan beragam gaya penyampaian pembelajaran, termasuk pembelajaran berbasis masalah, kelas terbalik (flipped classroom), pembelajaran berbasis inkuiri, dan pembelajaran campuran (blended learning), dengan pembelajaran berbasis masalah muncul sebagai pendekatan yang paling dominan digunakan. Studi ini juga menetapkan tingkat pencapaian tujuan yang tinggi di sekolah-sekolah, menunjukkan bahwa siswa secara efektif menerapkan pengetahuan, berpartisipasi aktif dalam kegiatan kelas, dan mendapat manfaat dari berbagai metode pengajaran. Studi ini menyimpulkan bahwa gaya penyampaian instruksional yang berpusat pada siswa memainkan peran penting dalam mendorong tingkat pencapaian tujuan yang tinggi di sekolah menengah swasta. Studi ini merekomendasikan agar administrator sekolah memperkuat

implementasi strategi instruksional yang beragam dan berpusat pada siswa melalui program pengembangan profesional yang terstruktur.

Kata kunci: Gaya Penyampaian Instruksional, Pencapaian Tujuan, Pembelajaran Berpusat pada Siswa, Prestasi Akademik

INTRODUCTION

Instructional delivery is the various methods or approaches a professional teacher adopts that give him or her the ability to explain the lessons to the learner to understand. It is also understood to be influential in determining students' learning outcomes in various educational settings, particularly in secondary schools. At this stage of learning, the essential skills needed to be self-reliant are acquired by students. Thus, it is essential to ensure that the delivery of instructions is aligned with the achievement of goals relating to secondary education. Teacher instructional delivery styles, according to Meng (2023), include a wide variety of tactics, approaches, and strategies that teachers use to support student learning. Wulandari and Husain (2025) add that in order to keep up with the new trends in the 21st-century educational system, innovative instructional materials must be integrated and used in the delivery of information and skills to stakeholders (students) in the educational system. This implies that delivering teaching is a dynamic activity that must change to meet the requirements of students rather than only being a plan.

It is expected that instructional delivery would result in the learners' knowledge, attitudes, and abilities developing or changing methodically and progressively (Fahm, 2025). As a result, educators must use teaching methods that meet the demands of their pupils. According to Mata (2024), blended learning, flipped instruction, problem-based learning, and inquiry-based instruction are a few of the teaching methods often used in Nigerian classrooms. This suggests that teachers have a variety of styles from which they can pick in order to guarantee alignment with learning objectives. In order to customise learning and provide flexibility, blended learning combines in-person teaching with online and digital activities. Through pre-recorded lectures or readings, direct teaching was shifted outside of class time in a flipped classroom, freeing up in-class time for application, discussion, and group projects. Engaging students in real-world, technologically advanced projects that foster critical thinking, problem-solving, and teamwork is known as project-based learning (Meng, 2023). According to Abbas and Idris (2024), flipped classroom instruction improved secondary school students' academic performance more. Edokpolor et al. (2025) found that integrated learning had the greatest influence on students' academic performance. This demonstrates differences in how well instructors convey their lessons.

The second level of education is called secondary education. Secondary education, according to the Federal Republic of Nigeria (2004), is the kind of education that pupils get after elementary school but before the postsecondary level. According to Offem and Inah (2021), secondary education's overarching goal is to prepare students for both further education and productive lives in their communities. According to the National Senior Secondary Education Commission's recent report from 2025, secondary school students are expected to have ICT skills, relevant sub-professional skills, higher education competencies, and technical and entrepreneurial skills by the time they graduate. Examining the connection between secondary schools and teaching instructional delivery strategies is crucial. Since a significant percentage of secondary school students in the country attend private secondary schools, this research focuses on private secondary schools. Also, Nyitse et al. (2025) posit that private secondary schools have more infrastructure and resources than public secondary schools. As a result, this study aims to examine the relationship between teaching instructional delivery styles and goal achievements in private secondary schools in Ekiti State, Nigeria.

Statement of the Problem

Teachers are expected to employ teaching approaches that are adaptive, learner-centred, and aligned with curriculum standards, ensuring that every student can access, process, and apply the knowledge delivered. In addition to this, the instructional delivery styles employed by teachers align with goals outlined for the level at which the learning is taking place. According to Precious and Feyisetan (2020), student-centred teaching strategies raise academic success, whereas teacher-centred strategies lower it. Odinakachi et al. (2023) claim that instructors' competence and a lack of resources are the main causes of this. It's crucial to note that student-centred instruction delivery methods, including blended learning (Edokpolor et al., 2025), flipped classrooms (Abbas and Idris, 2024), project-based learning (Josiah et al., 2020), and inquiry-based learning (Musa et al., 2025) have been used. Each of these instances resulted in improved student performance and achievement. In spite of this, there is a paucity of studies in Ekiti State, Nigeria, as most studies involving teacher instructional delivery styles were conducted in Northern Nigeria. In addition to these, these studies only consider student performance with less attention paid to the holistic goal of secondary school. As a result, the current study aims to examine the relationship between teaching instructional delivery styles and goal achievements in private secondary schools in Ekiti State.

Purpose of the Study

This study aimed to examine the relationship between teaching instructional delivery styles and goal achievements in private secondary schools in Ekiti State, Nigeria. Specifically, the study:

1. Examine the instructional delivery styles used by teachers in private secondary schools in Ekiti State, Nigeria.
2. Determine the level of goal achievement in private secondary schools in Ekiti State, Nigeria.

Research Questions

The following questions are raised by the researcher to guide the study:

1. What are the teachers' instructional delivery styles predominantly used in secondary schools in Ekiti State, Nigeria?
2. What is the level of goal achievement in private secondary schools in Ekiti State, Nigeria?

Research Hypothesis

The researcher formulated one hypothesis for the study, and it was tested at 0.05 level of significance. H_0 : There is no significant relationship between teachers' instructional delivery styles and goal achievement in private secondary schools in Ekiti State, Nigeria.

Literature Review

Meng (2023) terms teacher instructional delivery styles as a wide variety of tactics, approaches, and strategies that teachers use to support student learning. Although it is successful in imparting fundamental information, the conventional teacher-centred method has come under fire for impeding the growth of critical thinking, creativity, and problem-solving abilities. The student-centred approach, on the other hand, puts the emphasis on students, promoting their active involvement and developing the critical abilities required to tackle contemporary scientific problems. According to Bhardwaj et al. (2025), the teaching principles "for the student," "of the student," and "by the student" place a strong focus on inclusion, peer cooperation, and motivating students to take charge of their education. According to Canuto et al. (2024), the style that instructors should use

depends on their competencies, even if student-centred delivery approaches educate pupils in contemporary skills. The goal of the flipped classroom approach is to provide students with chances to apply their knowledge and ideas in the classroom by making the teaching and learning processes more dynamic. Nonetheless, the flipped classroom approach makes it possible for students to learn new material using a variety of electronic resources that instructors have created and disseminated (Drozdkova-Zaripova & Sabirova, 2020). This approach has proven very successful in influencing pupils' academic performance.

According to research by Ajala (2025), pupils' performance in mathematics was much enhanced by the flipped instruction delivery method. The researchers go on to say that the improved performance of the students in the flipped classroom group might have been explained by an increase in student participation in class activities. In another study, Enwere and Ikeanyionwu (2021) reveal that using a flipped classroom is a potent innovation in financial accounting education that may raise instructional accomplishment ratings. Akintolure et al. (2024) found that flipped classrooms improved students' academic performance in practical physics in Lagos State secondary schools. As a result, the flipped classroom encourages critical thinking and active engagement, both of which are crucial for achieving academic objectives. One of the teaching methods thought to improve students' 21st-century learning abilities, particularly higher-order thinking abilities, is problem-based learning (Yulianto et al., 2019). According to Chileya and Shumba (2020), research has shown that the PBL structure can teach new concepts to people who have very little familiarity with science, and that the same problem can help seasoned science learners with a high level of prior knowledge improve their comprehension and learn how to better explain the mechanisms for scientific phenomena. According to Yulianto et al. (2019), this approach works well for teaching maths. As a result, the problem-based group of students outperformed the traditional group in the learning outcomes (Ajayi & Oladele, 2024).

According to Shiru (2020), blended learning is a cutting-edge teaching strategy that incorporates online or digital learning components with traditional or conventional face-to-face training and has drawn growing interest from educators. According to Baraya (2024), pupils using blended learning tactics outperformed those using traditional teaching methods in marketing. Additionally, Charles-Owaba (2024) found that students who were taught geometry using the mixed instructional technique showed a greater mean improvement in both achievement and interest than those who were taught using the lecture method. Students are encouraged to undertake independent research, pose questions, and build knowledge via inquiry-based learning. Adoption of inquiry-based tactics has been linked to improved critical thinking, investigative abilities, and academic motivation in secondary schools in Nigeria (Musa et al., 2025; Edokpolor et al., 2025). It is crucial to remember that students' goal success encompasses more than just test performance; it also includes engagement, problem-solving skills, and preparedness for higher education. Research shows that these results are greatly impacted by good instructional delivery (Precious & Feyisetan, 2020; Odinakachi et al., 2023). This study builds on the existing literature by contributing empirical findings on the relationship between teaching instructional delivery styles and private secondary schools in Ekiti State, Nigeria. Goal achievement is shaped by how effectively schools translate educational objectives into measurable academic and developmental outcomes. These outcomes are usually reflected in students' academic performance, discipline, and access to higher education opportunities. According to Olaifa et al. (2024), fund management is a main factor that creates a supportive learning environment, which is central to administrative effectiveness in Nigeria's education system. However, goal achievement is not uniform across all private schools, as factors such as teacher quality, leadership style, and parental resources still create internal disparities. Leadership remains a critical driver of goal achievement. When principals actively involve teachers and other stakeholders, schools are more likely to maintain discipline, improve teaching effectiveness, and raise academic standards. In contrast, weak leadership contributes to low goal attainment, even

where physical resources exist. Teacher-related variables also strongly influence goal achievement. Positive teacher attitudes and high instructional quality help students meet cognitive, affective, and psychomotor objectives that define secondary education goals.

RESEARCH METHOD

This study adopted a descriptive survey research design to examine the relationship between teachers' instructional delivery styles and goal achievement in private secondary schools in Ekiti State, Nigeria. The descriptive survey design was considered appropriate because it enables the researcher to collect quantitative data from a large population and determine the relationship among variables without manipulating them. The target population consisted of 2,344 qualified teachers working in private secondary schools in Ekiti State, Nigeria. These teachers were considered appropriate respondents because they are directly involved in instructional delivery and play a central role in achieving educational goals within schools. A sample size of 331 teachers was determined using the Krejcie and Morgan (1970) sample size determination table, which provides statistically appropriate sample sizes for known populations. To ensure adequate representation, a multi-stage sampling procedure was employed. First, private secondary schools in Ekiti State were grouped based on their local government areas. Second, a simple random sampling technique was used to select participating schools within the selected areas. Finally, teachers within the selected schools were chosen using proportionate random sampling to ensure that the number of respondents reflected the distribution of teachers across the schools. Out of the 331 questionnaires distributed, 285 valid responses were retrieved and used for analysis, representing an 86.1% response rate, which was considered adequate for statistical analysis. Data were collected using a researcher-designed questionnaire titled "Teachers' Instructional Delivery Styles and Goal Achievement Questionnaire (TIDSGAQ)."

The questionnaire consisted of two sections: Section A: Measured teachers' instructional delivery styles, including problem-based learning, flipped classroom approach, blended learning and inquiry-based learning. Section B: Measured indicators of school goal achievement, such as student academic engagement, availability of instructional support, classroom participation, effective application of knowledge and stakeholder satisfaction. All items were structured on a four-point Likert scale: 1 - Strongly Disagree, 2 - Disagree, 3 - Agree and 4 - Strongly Agree. To ensure content and face validity, the instrument was reviewed by three experts in Educational Management, Measurement and Evaluation. The experts examined the questionnaire for clarity, relevance, and alignment with the research objectives. Their comments and recommendations were incorporated to improve the quality and suitability of the instrument before data collection. The reliability of the instrument was established using the test-retest reliability method. The questionnaire was administered to 20 teachers from private secondary schools outside the study sample. The same instrument was re-administered to the same respondents after an interval of three weeks. The two sets of responses were analysed using the Pearson Product-Moment Correlation (PPMC) technique, which produced a reliability coefficient of 0.87.

This coefficient indicates a high level of reliability, suggesting that the instrument produced consistent results over time. The questionnaires were distributed to respondents electronically through online survey platforms and email communication. Respondents were given sufficient time to complete the instrument, and follow-up reminders were sent to increase response rates. All responses were treated confidentially and used solely for academic purposes. Data collected for the study were analysed using descriptive and inferential statistics. Descriptive statistics, including mean and standard deviation, were used to answer the research questions regarding instructional delivery styles and the level of goal achievement in private secondary schools. To test the hypothesis on the relationship between teachers' instructional delivery styles and goal achievement, Pearson Product-Moment Correlation (PPMC) was employed. The hypothesis was tested at the 0.05 level of significance.

RESULTS AND DISCUSSION

Result

Research Question 1: What are the teachers' instructional delivery styles predominantly used in secondary schools in Ekiti State, Nigeria?

Table 1

Result showing the mean ranking of instructional delivery style predominantly used by teachers' secondary schools in Ekiti State, Nigeria.

S/N	Instructional Delivery Style	Mean	Ranking
1	Flipped Classroom	33.8	2 nd
2	Blended Instruction	33.6	4 th
3	Problem-Based Learning	33.9	1 st
4	Inquiry-Based Learning	33.7	3 rd

Table 1 presents the mean ranking of instructional delivery styles predominantly used by teachers in secondary schools in Ekiti State, Nigeria. The findings reveal that Problem-Based Learning is the most predominantly used instructional delivery style, as it recorded the highest mean score (Mean = 33.9) and was ranked 1st. This indicates that teachers largely adopt problem-solving and learner-centred approaches that encourage critical thinking and active student engagement in classroom activities. The Flipped Classroom approach ranked 2nd with a mean score of 33.8, suggesting that many teachers employ this style by engaging students with instructional content before classroom interactions, thereby maximising classroom time for discussions and practical activities. Inquiry-Based Learning ranked 3rd, with a mean score of 33.7. This implies that teachers moderately use inquiry-driven strategies that promote questioning, exploration, and discovery among learners. Lastly, Blended Instruction ranked 4th, although it still showed a relatively high mean score of 33.6. This suggests that while teachers combine face-to-face instruction with online or digital components, it is the least predominantly used among the instructional delivery styles examined.

Research Question 2: What is the level of goal achievement in private secondary schools in Ekiti State, Nigeria?

Table 2

Result showing the level of goal achievement in private secondary schools in Ekiti State, Nigeria

S/N	Item	Mean ($\bar{x}$)	Remarks
1	Teacher provides targeted support for students struggling with academic performance	3.24	Moderate
2	Students demonstrate the ability to apply knowledge and skills effectively across subjects.	3.67	High
3	Students are provided with resources to support their academic growth	3.59	High
4	Teachers monitor and report on students' academic progress to help them improve	3.55	High
5	Curriculum prepares students for success in higher education and future careers.	3.59	High

6	School efficiently allocates resources to meet its objectives	3.50	High
7	Administrative tasks and processes are completed promptly without unnecessary delays	3.46	High
8	School effectively manages its budget to prioritise student learning and staff welfare.	3.47	High
9	Decision-making processes in the school are transparent and inclusive	3.23	Moderate
10	School uses technology to streamline operations and improve organisational performance	3.57	High
11	Parents are satisfied with the quality of education and services provided by the school	3.58	High
12	Teachers and staff are confident in the school's leadership and decision-making processes	3.45	High
13	School communicates effectively with all stakeholders, including parents and the community	3.40	High
14	Efforts are made to build and maintain positive relationships with external stakeholders, such as education boards and local businesses	3.56	High
15	Students feel their needs and concerns are addressed by the school administration.	2.68	Moderate
16	Students actively participate in classroom discussions and activities	3.57	High
17	School provides extracurricular programs that encourage student involvement and creativity.	3.45	High
18	Students are motivated to complete assignments and meet the learning goal	2.95	Moderate
19	Students take ownership of their learning by seeking additional resources and asking for help when needed	3.51	High
20	Teacher uses diverse teaching methods to keep students interested and engaged	3.64	High
Total		3.43	High

The results in Table 2 indicate that private secondary schools in Ekiti State, Nigeria, generally exhibit a high level of goal achievement, with an overall mean of 3.43. Items such as the ability to apply knowledge effectively, access to academic resources, active participation in class, and engagement through diverse teaching methods recorded high mean scores, reflecting strong academic performance and engagement. However, some areas, including targeted support for struggling students, motivation to complete assignments, and responsiveness to students' concerns, scored in the moderate range, suggesting room for improvement. Overall, the findings show that students' learning goals are largely being met, though specific interventions could enhance support and motivation.

Hypothesis Testing

H₀₁: There is no significant relationship between teachers' instructional delivery styles and goal achievement in private secondary schools in Ekiti State, Nigeria.

Table 3: PPMC showing the relationship between teachers' instructional delivery styles and goal achievement in private secondary schools in Ekiti State, Nigeria.

Variable	N	Mean	SD	Df	Cal.r value	p-value	Decision
Teachers' instructional delivery styles	285	135.0	12.4	283	0.703	0.000	Rejected
School goal achievement	285	68.66	10.76				

Table 3 revealed a calculated correlation coefficient (r) of 0.703 at degrees of freedom (df) = 283, and the p -value = 0.000. The calculated Pearson correlation coefficient ($r = 0.703$) indicates a strong positive relationship between teachers' instructional delivery styles and goal achievement. This means that as teachers adopt more effective and diverse instructional delivery styles, there is a corresponding tendency for school goal achievement to improve. More importantly, the p -value of 0.000 is less than the significance level of 0.05, indicating that the observed relationship is statistically significant. Therefore, the null hypothesis was rejected. Hence, there is a significant relationship between teachers' instructional delivery styles and goal achievement in private secondary schools in Ekiti State, Nigeria.

Discussion

The findings of this study reveal that teachers in private secondary schools in Ekiti State employ a variety of instructional delivery styles, including problem-based learning, flipped classroom, inquiry-based learning, and blended instruction. The mean rankings from the study show that problem-based learning is the most predominantly used style, followed closely by flipped classroom and inquiry-based learning, with blended instruction ranking slightly lower. This aligns with Meng (2023) and Mata (2024), who emphasise that teachers adopt diverse approaches to support student learning and ensure alignment with educational goals. The results also corroborate previous studies indicating that student-centred approaches, such as flipped classrooms and problem-based learning, enhance critical thinking, problem-solving, and active engagement in learning (Edokpolor et al., 2025). Regarding goal achievement, the study found an overall high level of achievement. Most items, including the ability to apply knowledge effectively, access academic resources, engage in classroom activities, and benefit from diverse teaching methods, scored high, suggesting that students are successfully developing the knowledge, skills, and attitudes expected at the secondary school level. However, some items, such as targeted support for struggling students, motivation to complete assignments, and responsiveness to student concerns, scored moderately, indicating areas where schools could enhance support to further improve student outcomes. These findings reinforce the assertion by Fahm (2025) that instructional delivery should be progressive and responsive to students' needs, facilitating the development of critical competencies for higher education and future careers.

The hypothesis revealed a strong positive relationship between teachers' instructional delivery styles and school goal achievement. This indicates that as teachers adopt more effective and diverse instructional strategies, students' ability to achieve their academic and personal goals improves. This finding is consistent with the literature, which highlights the effectiveness of student-centred and innovative instructional strategies such as flipped classrooms, problem-based learning, blended learning, and inquiry-based learning in enhancing student engagement, learning outcomes, and holistic goal achievement (Musa et al., 2025). The study underscores the importance of aligning instructional delivery with students' learning goals in secondary education. By integrating diverse and innovative teaching methods, teachers in private secondary schools in Ekiti State, Nigeria, not only promote academic success but also foster critical thinking, problem-solving, and self-reliance among students, which are essential skills for the 21st-century learner.

CONCLUSION

This study examined the relationship between teachers' instructional delivery styles and goal achievement in private secondary schools in Ekiti State, Nigeria. The findings revealed that teachers predominantly adopt student-centred approaches, including flipped learning, blended learning, problem-based learning, and inquiry-based learning. These instructional methods were shown to actively engage students, promote critical thinking and collaboration, and support self-directed learning, demonstrating their importance in enhancing educational outcomes. The study also found that schools demonstrated a high level of goal

achievement, characterised by active participation, motivation, effective application of knowledge, and readiness for further education.

Recommendation

Based on the findings, the study recommends the following:

1. School administrators in private secondary schools in Ekiti State should strengthen the use of diverse, student-centred instructional delivery styles. Structured professional development programmes, workshops, and peer-mentoring sessions should be organised to enhance teachers' competence in effectively implementing these approaches.
2. Schools should establish structured academic support systems, including remedial programmes, mentoring schemes, guidance and counselling services, and continuous feedback mechanisms to ensure that all students, including those at risk of underachievement, benefit equitably and schools fully attain their goals.
3. Schools and relevant educational stakeholders should develop policies that formally integrate effective instructional delivery practices into school improvement plans. Continuous monitoring and evaluation mechanisms should be established to assess how instructional strategies contribute to students' academic and personal goal attainment. By systematically aligning instructional practices with clearly defined school goals, private secondary schools in Ekiti State can sustain high levels of goal achievement and continuously improve educational quality.

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